Leadership in Academia
Our Change Theory

שותפויות
אדמונד דה
רוטשילד

EDMOND DE ROTHSCHILD
FOUNDATION

مجلس
التعليم
العالي

המועצה
להשכלה
גבוהה

COUNCIL FOR HIGHER EDUCATION

Leadership מובילים
in Academia באקדמיה

HE institutions are operating in an highly turbulent eco-systems

Digital learning processes…

Evolving national needs and challenges…

The evolving charcteristics of the student population…

Massification of HE…

Changing trends of HE…

HE Roles are constantly challenged by the transforming environment

Research Excellence

Sustainable Impact

Leading Change

Transfer of technology

Education & Teaching Quality

A systemic intervention is needed

Leadership is not Highly perceived as a core competence

A Call for Leadership

Both the structure and culture of HE institutions does not support flexibility and rapid transformations

HE Roles are constantly challenged by the transforming environment

Our Theory of Change

The Need

Empowered and committed leadership in all levels and sectors of HE institutions, capable and focused towards coping with the challenges HE institutes are facing
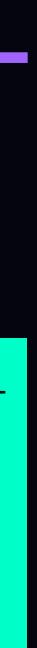
The Problem

Institutional Leadership is not considered as a core practice and hence does not engage enough interest and is not systematically addressed.

The Proposed Solution

A comprehensive approach to leadership in three complementing tracks:
1. An annual cross institutions training program.
2. An active alumni network.
3. A support center promoting on going, leadership based, discourse.

The Perceived Impact

The Need:
Add significant and value to a robust, relevant and excellent HE system

The Problem

The Proposed Solution

The Perceived Impact

Empowered leadership in all level will enable:

▸ To cope with the adaptive challenges with an open, systemic and flexible approach.

▸ To lead transformation in all levels while maintaining core values and core competencies.

▸ To empower, exact and add relevant meaning to each of the HE roles.

▸ To initiate and strengthen collaboration across sectors, institutions and eco-systems.

Institutional Leadership is not considered as a core practice:

▶ Among Academicians leadership is not perceived as a core and integral part of their overall academic development.

▶ Leadership positions are not clearly defined, well measured nor compensated.

▶ Leadership development processes are lacking and potential leadership is not identified and nurtured in the different stages.

▶ For the sake of maintaining "academic freedom" recruitment processes are democratic and do not necessarily promote excellence.

▶ Academic leadership terms are not coordinated with administrative leadership terms.

▶ The constant rotation can create problems of continuity and do not encourage long term transformations.

The Proposed Solution:

A comprehensive approach to leadership in three complementing tracks

01:
An annual cross institutions training program

02:
An active alumni network

03:
A support center promoting on going, leadership based, discourse

The Need

The Problem

The Proposed Solution:
A comprehensive approach to leadership in three complementing tracks

The Perceived Impact

Thrive towards organizational excellence

Internationalize the institution

Social Impact: meeting local & national community, economic, strategic needs

Re-invent teaching and learning processes

Strengthen basic and applied research

Me as an academic leader

Envisioning the future and leading change

Engaging and nurturing champions

Ensuring Sustainability

Leading strategic collaborations and partnerships

Community of practice

Academic Leadership: Perceptions, Knowledge, Capabilities

01:
An annual cross institutions training program

▸ Leadership in Academia is a national initiative, co- founded by the Rothschild Foundation and the Israeli Council for Higher Education with the mission of establishing and nurturing a strong network of senior members from HE institutions capable of leading the changes needed to ensure continuing academic excellence, innovation and social impact.

▸ Each year some 30 fellows are nominated annually to form a learning community. They are drawn from among senior academics as well as senior administrators, representing all of Israel's Nine universities and several colleges that alternate from year to year.

▸ The program combines a problem solving approach together with skill development. It enables the fellows to identify the different challenges, and to search for solutions based on best practices, originating in Israel or abroad.

▸ In order to navigate among these complex factors, the core part of the program encourages the fellows to assume a "leadership state of mind" that will enhance their capacity to embrace changes and drive impact.

02:
An active alumni network

▸ Sustain and enrich inter-personal relationships.

▸ Maintain (in lower scale) on going personal growth processes, updates and learning events.

▸ Encourage mutual learning and sharing of best practices.

▸ Assist in Knowledge Management processes, evaluation and impact assessment.

▸ Strengthen the collaboration with national and international leadership networks.

03:
support center promoting on going, leadership based, discourse

▸ Operate a knowledge center to support senior leaders in the HE eco-system.

▸ Help initiate and support systemic attempts to develop leadership within the institutions.

▸ Facilitate a national / cross institutional forum related to leadership development focused on sharing and learning from best practice.

▸ Develop collaborations with international centers focused on academic leadership.

**The Perceived
Impact:**
*Add significant and
value to a robust,
relevant and excellent
HE system*

01:
On the personal level

02:
On the organizational level

03:
On the national level

The Perceived Impact:
Add significant and value to a robust, relevant and excellent HE system

01:
On the personal level

▶ Empowered fellows capable of adding value and leading transformations in all aspect of the HE institution.

▶ Fellows have the will and motivation to assume further institutional responsibilities and step up to lead in different formal as well as informal positionas and roles.

▶ Fellows are engaged as partners in creating a culture of leadership and change in the HE institutions as well as entire eco-system.
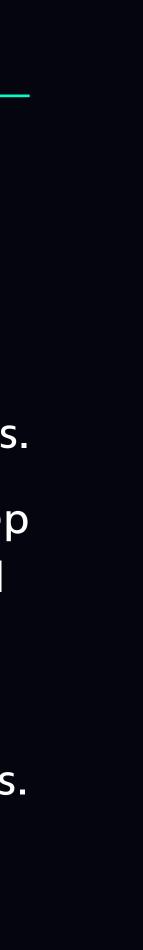
The Perceived Impact:
Add significant and value to a robust, relevant and excellent HE system

02:
On the organizational level

▸ A deep transformation in the way leadership and leadership development processes are perceived and managed in the institutions.

▸ A substantial growth in the number of talented academicians that step up and position themselves as candidates for the various institutional leadership roles.

▸ A significant shift in the number and quality of transformation, incremental as well as substantial, led by academic leaders in all levels.

▸ Collaboration and synergies across the institutions gradually (across disciplines, departments & faculties, sectors) become the common practice.

The Perceived
Impact:
*Add significant and
value to a robust,
relevant and excellent
HE system*

03:
On the national level

▸ A stronger culture and tradition of leadership across the HE eco-system.

▸ Rapid implementation of new collaborative models creating impact across institutions.

▸ A stronger and better established area of research focues an leadership and leadership development in HE.

▸ An ongoing growth in the social and overall impact of HE in the National as well as Global eco-System.

The Perceived Impact: On the Personal, Institutional & National level
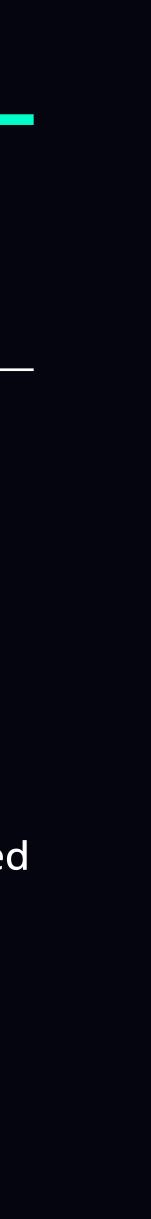
01: On the personal level

- Empowered fellows capable of adding value and leading transformations in all aspect of the HE institution.
- Fellows have the will and motivation to assume further institutional responsibilities and step up to lead in different formal as well as informal positions and roles.
- Fellows are engaged as partners in creating a culture of leadership and change in the HE institutions as well as entire eco-system.

02: On the institutional level

- A deep transformation in the way leadership and leadership development processes are perceived and managed in the institutions.
- A substantial growth in the number of talented academicians that step up and position themselves as candidates for the various institutional leadership roles.
- A significant shift in the number and quality of transformation, incremental as well as substantial, led by academic leaders in all levels.
- Collaboration and synergies across the institutions gradually (across disciplines, departments & faculties, sectors) become the common practice.

03: On the national level

- A stronger culture and tradition of leadership across the HE eco-system.
- Rapid implementation of new collaborative models creating impact across institutions.
- A stronger and better established area of research focues an leadership and leadership development in HE.
- An ongoing growth in the social and overall impact of HE in the National as well as Global eco-System.

Assessment and evaluation

Evaluation team
Mishtanim (elements) Group — Research and evaluation in the Educational as well as Social field

▸ **Naama Bar-On** – Lead

▸ **Julia Gomush** – Statistics

▸ **Dr. Tamai Shimshi-Lachmi** – Alumni evaluation

Evaluation concept

Program Evaluation

▸ Provide feedback from fellows regarding the different learning experiences and activities offered in the program with an attempt to support ongoing improvement.
▸ Help asses focused dilemmas ,challenges, core components of the program.

Measure and asses the program impact

▸ Asses the contribution to knowledge creation and changes in perception.
▸ Asses the extent to which acquired ideas are transferred into action.
▸ Set the foundation for examining the larger change theory in all levels.

Assessment and evaluation

Program Evaluation

▶ Provide feedback from fellows regarding the different learning experiences and activities offered in the program with an attempt to support ongoing improvement.
▶ Help asses focused dilemmas ,challenges, core components of the program.

Measure and asses the program impact

▶ Asses the contribution to knowledge creation and changes in perception.
▶ Asses the extent to which acquired ideas are transferred into action.
▶ Set the foundation for examining the larger change theory in all levels.

Evaluation team

Evaluation phases before, during and after the program:

- ▶ **Before:** learn and asses initial attitude and perceptions towards institutional leadership.
- ▶ **During:** Asses ongoing engagement.
- ▶ **End of program:** Asses satisfaction, shift in mind-set and initial implementation.

In depth assessment after a few months

Evaluation of the Alumni Network

Creating a baseline for monitoring the on-going impact on the institution as well

Thrive towards organizational excellence

Internationalize the institution

Social Impact: meeting local & national community, economic, strategic needs

Re-invent teaching and learning processes

Strengthen basic and applied research

Me as an academic leader

Envisioning the future and leading change

Engaging and nurturing champions

Ensuring Sustainability

Leading strategic collaborations and partnerships

Academic Leadership: Perceptions, Knowledge, Capabilities

Community of practice